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AUTHOR Searfoss, Robert: Doyle, Pam
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ABSTRACT

This guide for conducting classes via the Georgia Hospital Association's teleconferencing network provides a brief description of the interactive TELNET classroom, including equipment and student participation capabilities: a list of media used in TELNET teaching: and guidelines for teleconference teaching. Designed to assist in adapting teaching techniques to this medium, the guidelines include a number of specific suggestions presented in four categories--assessment, pre-planning, presentation, and evaluation. Four references are listed. (MER)

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TEACHING BY TELNET

A Guide to Teleconference Teaching

Robert Searfoss
Director, Telecommunications and Continuing Education

Pam Doyle
Educational Teleconference Program Specialist

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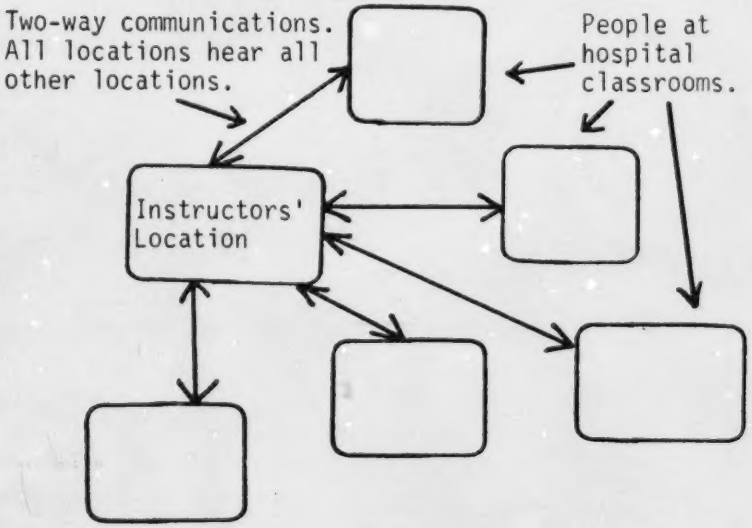
Teaching over GHA's TELNET is an exciting opportunity. You will be able to reach and help participants at hospitals all over Georgia; students who might not otherwise have access to your teaching expertise.

THE INTERACTIVE CLASSROOM

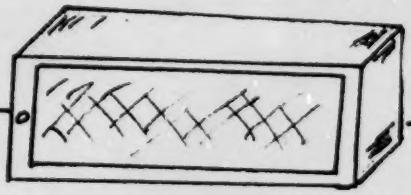
Hospital TELNET classrooms are equipped with special telephone equipment so individuals can participate as fully in your class as if you were there in person. In the TELNET classroom, participants are able to:

* Hear your instruction
* See slides of necessary information
* See diagrams and illustrations in workbooks, textbooks, or other handouts
* Ask questions or make comments
* Hear all interactions between you and other participants
* Practice with needed instructional apparatus



Participants use TELNET push-to-talk microphones to ask the questions or comment.

Participants hear interactions via a special room amplification system know as a convener.



The convener looks like a small stereo loudspeaker. The microphone connects to the convener and both are then connected to the TELNET network system. The volume control allows level adjustment.

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MEDIA USED IN TELNET TEACHING

* Two-way voice communications with instructor
* Handouts
* Workbooks
* Slides
* Textbooks
* Actual objects or models
* Pre-recordings of lessons with instructor available for questions

TELECONFERENCE TEACHING

Teaching methods must be "adapted to suit the structure of the medium."[1] The following material is organized into four categories to help you adapt your teaching techniques to telephone/teleconference teaching.

Assessment

(1) Know your audience.

(2) Identify your purpose and objectives. Your objectives should be both measurable and behavioral in nature, but extensive detail is not necessary.

(3) Know group needs, so material will be relevant and useful.

(4) Understand the mechanics of the TELNET classroom.

Pre-planning

(1) Choose your format based on your topic and class objectives. Interviews, lectures, panel discussions, role playing, and guest speaker participation are all possible on the network.

(2) Plan your instructional materials so that they will correspond with your content outline and will require active note taking.

(3) Include a brief bibliography, resource list, glossary, etc., to help guide independent study.

(4) Time your presentation. Research at the University of Wisconsin shows an optimum lecture duration to be 25-38 minutes with no more than three major ideas presented every 30 minutes.[2]

(5) Group information into organized, meaningful units.

(6) Plan a pre-class activity to encourage participation, if desired.

Presenting

(1) Establish and give some examples of ground rules for participant involvement at the onset of the class, i.e., ask participants to identify themselves and their hospital when speaking, state whether comments will be taken by geographic area or spontaneously.

(2) Be assertive and directive. You are leading the group.

(3) Personalize your class/course. Address each participant by name, when possible.

(4) Enunciate clearly and relax.

(5) Allow and accept pauses. In teleconference teaching, "everyday teaching problems are exacerbated by lack of non-verbal communications. An instructor can feel uncomfortable if more than a few seconds pass after asking a question of the class. Often the teachers response to lack of visual cues is to increase verbal ones, and if this is not possible, as in the case of a student not responding to a question, the lack of verbal response may arouse more anxiety than in a face-to-face situation."[3]

(6) Vary your delivery to hold group interest. A change of pace is needed approximately every 10 minutes (an aside, a pause for a question or comment, etc.) because adults are known to have short listening spans.

(7) Emphasize major points and be specific. Use "sets" or cues, i.e., ...the four areas of concern are..., ...this is important..., ...note these facts...

(8) Repeat important data to strengthen the learning process. Refer to it again later in your presentation.

(9) Encourage participation. Sometimes participants will be reluctant to use a microphone and speak with so many others in attendance. Stimulate participation:

*Ask for comments to the comments of others.

*Redirect the question to the group.

*Initiate pre-program or post-program activities.

*Address participants at a few locations and request a response at the start of the session, i.e., "Athens, what's the weather like there?; it's raining here."

*Assign a group leader.

*Concisely rephrase major questions or comments.

*Thank participants for their comment or question.

*Suggest participants write down their comments or questions as they are formulated so they are ready when the question/answer/comment session begins.

*Welcome questions and/or comments.

(10) Use visual supports to stimulate interest and attention. Learning is enchanced when more than one sensory mode is stimulated. The TELNET system uses slides and handout materials (charts, graphs, illustrations, bibliographies, and outlines) as primary media for visual aids.

(11) Identify each slide clearly, by saying:

"please project slide one,"
"slide two please,"
"may we have slide three,"
"slide off please."

HINT - (No more than 15 slides per lecture.)

(12) Text or workbook material should be clearly referred to by page number.

Evaluation

(1) Make evaluation a continuous process. If the participant has knowledge of his progress, learning will be enhanced. Evaluation feedback methods include group work sessions, question/answer sessions, group discussions, post-session and/or mid-session testing, and self evaluation tools and should determine if the participant has met the course/class objectives.

(2) Completion of a G.H.A. TELNET evaluation form is requested of all participants.

"The almost universal first reaction to using a telephone/teleconference teaching method is that it is a strange, different experience - followed by an excitement that it 'works' and reaches people with no other classroom situation available to them. Increased contact with this medium makes one feel less and less odd using it - and more and more convinced of its importance as a learning experience to its participants."[4]

We hope the information presented in this booklet will help you plan and conduct a successful and enjoyable teaching experience.

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[1]Hammond, Sandy & Martin, Elton, 1976. Getting the Best Out of Teleconferencing, Communications Study Group, London, England, Paper P/76075/HM.

[2]Extension Instructional Media, ETN Series; Fact Sheet 2; page 1.

[3]Hammond, Sandy; op. cit.

[4]Fuller, Muriel L. "ETN: A Tool for CE in Communication Programs." The Status of the Telephone in Education. University of Wisconsin, Extension Division of Educational Communications, 1966. page 191.